Analysis of Study Habits and Their Relationship with Biology Learning Outcomes of Class XI MIPA Students at SMA N 8 Padang

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Abstract: This study aims to analyze study habits and their relationship with biology learning outcomes for students of class XI MIPA at SMA Negeri 8 Padang. This type of research is descriptive, with a total sample of 45 students in the odd semester of the 2021/2022 academic year. The sampling technique was simple random sampling using a questionnaire. The results showed that the highest average study habits were habits in student preparation (28.82 ± 3.36), reading textbooks (23.84 ± 3.05) making notes and summaries (24.15 ± 3.14) repeating lessons (17.06 ± 3.04) facing e xa ms (23.60 ± 2.94) and completing assignments (16.35 ± 2.02). Study habits contribute to students' biology learning outcomes with a t count of 2,794. The relationship between study habits and learning outcomes in general shows a low relationship (r = 0.161). Furthermore, the relationship between variable habits showed a low relationship between taking notes and summaries (r = 0.216), with study preparation (r = 0.174), reading habits of textbooks (r = 0.128), repeating lessons (r = 0.103), in facing exams (r = 0.102) and the relationship between habits in completing tasks with learning outcomes (r = 0.000) is in the very low category. From this research, it can be concluded that the relationship between study habits and learning outcomes in taking notes and summaries with learning outcomes is in the low category, while the relationship between learning preparation habits, reading textbooks, repeating lessons, facing exa ms and the relationship between habits in completing assignments is in the very low category.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self- control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Martin , 2022).

(Fatimah 2011) said that in the context of learning there are several benchmarks that can be used to determine student achievement. One of the benchmarks used is learning achievement which refers to the achievement of an educational taxo nomy that includes cognitive, affective, and psychomotor aspects. One of the efforts that make someone achieve is to carry out sustainable activities. After a person realizes his potential in a field, he will continuously try to develop it into a major ability. According to

Sudjana (2005), regular study habits start from how to follow lessons, how to study independently, how to study groups, how to study textbooks, and how to face exams. Vipene (2005) argues that good study habits are an asset to students. Because study habits help students to achieve good grades or performance. On the other hand, when there are limitations or coercion in learning, it will hinder learning and student learning outcomes to academic failure. The achievement or result of a good study habit is to build student confidence, good preparation before, during and after exams. Good study habits help students to acquire better skills or expertise for effective academic performance.

Study habits can be defined as a method or technique that persists in students when receiving learning, reading books, doing assignments, and managing time to complete activities (Magfirah, 2015).

Study habits are things or ways that students do repeatedly in the learning process which then becomes a person's routine. Study habits are formed from the start, so that a person can pursue good habits to obtain good learning outcomes. Meanwhile, if you realize that there are still influences that can have a negative impact on their study habits, it is necessary to try to leave the habit.

The learning outcomes mentioned above are students' learning achievements which can be measured from the students' scores after working on the questions given by the teacher at the time the evaluation was carried out. The success of le arning in schools will be realized from the success of student learning. The success of students in learning can be influenced by factors from within the individual and from outside the individual.

Based on observations that have been made at SMA N 8 Padang, direct interviews with the homeroom teacher of class XI MIPA and the author's experience of implementing PLP in class XI MIPA, the authors see that there are differences in student learning habits, there are students who after listening to the teacher's explanation immediately understand the teacher's explanation , and some have to reread the material that has been explained by the teacher. There are some students who do not record the subject matter and there are also students who diligently record the subject matter, the student's odd semester UTS score is still below the KKM (80) with an average of 67.37.

Study habits are an important factor in learning, because some of the learning outcomes are determined by attitudes and study habits (Wiryawan. 2019). Basically, study habits are a form of a person's learning behavior that has been embedded in a relatively long time so that it characterizes the learning activities carried out (Berutu and Tambunan, 2018). It is also defined as an activity to spend time and attention in obtaining information on a topic (Indratno, 2021; Lase, 2019).

Good study habits can not only be done at school but can also be done at home. Study habits that students can do at home such as reading notes that have been made at school and doing assignments given by the teacher (Azis and Sembiring, 2020). Effective and efficient study habits are needed by every individual, this is because study habits greatly affect learning understanding and achievement (Lase, 2019).

Good study habits are study habits that are in accordance with norms and have a positive influence on individuals, while good study habits are habits that have a negative

(IJETZ) | International Journal of Education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022)

Page 197

influence and are not in accordance with the norms prevailing in society (Berutu and Tambunan, 2018).

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Based on the above, the authors are interested in conducting research with the title "Analysis of Study Habits and Its Relationship with Biology Learning Outcomes of Class XI MIPA SMA N 8 Padang." more dominant so that students' learning outcomes are not expected to be low.

THEORETICAL SUPPORT

Learning is essentially the main activity in a series of educational processes in schools. This can be understood because the success or failure of educational goals is dominant depending on how the teaching and learning process takes place. Therefore, the learning process has always been the main focus, especially for education experts. But in essence, learning is broadly not only defined as a process that takes place in schools between educators and students, but everything in life that can make someone who previously did not know to know, cannot become able, and so on.

Tilaar (2002:28) states that what is meant by the learning process is the mea ns and methods of how a generation learns; in other words, how the learning tools are effectively used. This is certainly different from the learning process which is defined as the way in which the learners own and access the content of the lesson itself. Furthermore, Law no. 20 of 2003 concerning the National Education System says that learning is a process of interaction between students and educators and learning resources in a learning environment. In another sense, learning is a planned effort in manipulating learning resources so that the learning process occurs in students.

Fathurrohman and Sutikno (2007: 9) argue that the activeness of these students is not only required physically, but also psychologically. If only the students are physically active, but the mind and mental are less active, it is likely that the learning objectives will not be achieved. This is the same as students who do not learn, because students do not feel changes in themselves.

Learning is essentially a process of interaction between students and the environment, resulting in changes in behavior for the better. And the task of the teacher is to coordinate the environment in order to support behavior change for students. Learning can also be interpreted as a conscious effort of educators to help students so that they can learn according to their needs and interests

Biology learning is a process of interaction between teachers and students as well as learning resources aimed at changing the behavior of both cognitive, affective and psychomotor abilities which include knowledge of the physical structure and function of the human body and the creatures around it.

International Journal of education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022) | **(IJETZ)**

Page 198

Study habits can be interpreted as a method or technique that persists in students when receiving lessons, reading books, doing assignments, and setting time to complete activities. Study habits are divided into two parts, namely Delay Avoidan (DA), and Work Methods (WM). DA refers to the timeliness of completing academic tasks, avoiding things that allow delays in completing assignments, and eliminating stimuli that will interfere with concentration in learning. Meanwhile, WM refers to the use of effective and efficient learning methods (procedures) in doing academic tasks and learning skills (Djaali, 2013: 128).

Study habits are important in determining the effectiveness of the learning efforts undertaken. Good study habits will arise in a person if someone has the intention to do it. Intention is manifested in repeated actions every day so that it becomes a habit. There are two kinds of study habits: (1). Good study habits, which help students master their lessons, achieve learning progress, and ultimately achieve success. (2) Bad study habits, which make it difficult for students to understand knowledge, hinder learning progress and ultimately fail. Study habits in daily activities are found to have bad study habits.

Learning outcomes are abilities that students have after they receive their learning experiences (Sudjana, 2005: 22). In the learning process, learning outcomes are important because they can be a guide to determine the extent of student success in learning activities that have been carried out. Learning outcomes can be known through evaluation to measure and assess whether students have mastered the knowledge learned under the guidance of the teacher in accordance with the goals set. formulated.

According to Sanjaya (2005: 27), learning outcomes are a description of students' abilities in fulfilling a stage of achieving learning experiences in one basic competency. So, in order to achieve the expected results, it is certainly appropriate for teachers to design varied, interesting and meaningful learning scenarios that are suitable for all types of diverse student learning. (a). Factors Affecting Learning Outcomes, Broadly speaking, the factors that affect learning outcomes can be divided into two types, namely as follows: and b.) Factors originating from within humans, these factors can be classified into two namely biological factors and psychological factors. Biological fac tors include age, maturity and health. While the psychological factors are fatigue, mood, motivation, interest and study habits.

METHOD

This type of research is descriptive research, with quantitative research methods. This study describes symptoms, facts, events or events that are currently or have occurred related to the relationship between study habits and student biology learning outcomes at SMA Negeri 8 Padang. In this study, because the subject is more than 100, the sample taken is 25% of the population, namely as many as 45 students (sample). The researcher used simple random sampling technique. In this technique sampling from the population is done randomly without regard to the strata that exist in the population.

After the data was collected, an analysis was carried out to determine the relationshipbetween study habits and biology learning outcomes. Analyzing data is a very

(IJETZ) | International Journal of Education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022)

Page 199

critical and important activity so that the data obtained can be interpreted. The data analysis technique used is descriptive analysis using the SPSS 2.0 program.

Sources of research data are students of class XI MIPA SMA Negeri 8 Padang in the 2021/2022 academic year by providing a questionnaire to obtain primary data. Biology teacher class XI MIPA SMA Negeri 8 Padang to obtain secondary data on learning outcomes of biology. The instrument of this research is in the form of a questionnaire todetermine students' study habits. The questionnaire used in this study is a questionnaire with a Likert scale model, equipped with five levels of answers that are tailored to the needs of the study.

The research entitled Analysis of Student Study Habits and Their Relationship with Student Learning Outcomes of Class XI MIPA SMA Negeri 8 Padang by distributing questionnaires/questionnaires via google form to 45 students of SMA Negeri 8 Padang who were sampled with each representative from class XI MIPA 1 to XI MIPA 5 as many as 9 students. Each student (respondent) filled out a Study Habits questionnaire (X) with a total of 34 question items. Data on student biology learning outcomes (Y) are obtained from odd mid-semester exam scores (UTS) for the academic year 2021/2022.

Table 1. Descriptive Analysis of Student Study Habits

	N	Average value	Average score	Std. Deviation	Category
Study preparation	45	28.8222	4.11	3.36620	Tall
Reading habit	45	23.8444	3.97	3.05968	Tall
Make a summary	45	24.1556	4.02	3.14032	Tall
Repeat lesson	45	17.0667	3.41	3.04063	Tall
For Exams	45	23.60000	3.93	2.94958	Tall
Carry out tasks	45	16.3556	4.08	2.02435	Tall
Valid N (listwise)	45				

RESULT AND DISCUSSION

Based on the questionnaire validity test, it can be seen that the student study habits research questionnaire validated by the language validator is valid / feasible to use with the validation aspect criteria, namely the content aspect, statement aspect and language aspect with an assessment of 3.13, i.e. r is greater than the specified value (3, 13 > 3.00) and the content validator criteria for the assessment aspect are 4.00, i.e. r is greater than the specified value (4.00 > 3.00). This proves that the questionnaire used has met the criteria of being very valid/feasible to use.

After testing the validity of the questionnaire, the next test is the reliability of the questionnaire using the Alpha Cronbach formula. It is said to be reliable if the Cronbach's Alpha value is greater than the predetermined value of 0.80. The results of this study obtained the Cronbach's Alpha value of 0.93 with the number of statement items as many as 34 items with high instrument reliability criteria. (0.93 > 0.80).

The results of the data analysis obtained were as many as 45 respondents of SMA Negeri 8 Padang students who had more dominant habits in completing assignments, habits in student study preparation, habits in reading textbooks, habits in learning to take notes and summaries, habits in facing and taking exams, habits in completing the task is more dominant, as previously explained that this class XI MIPA at SMA Negeri 8

International Journal of education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022) | **(IJETZ)**

Page 200

Padang belongs to the work method category. has been planned in accordance with the skills and learning strategies of students in carrying out each academic task.

Based on the results of the study, the authors obtained a relationship between student study habits and biology learning outcomes of students at SMA Negeri 8 Padang. in learning to take notes and summaries 24.15 ± 3.14, habits in repeating lessons 17.06 ± 3.04, habits in facing and taking exams 23.60 ± 2.94, habits in completing assignments $16.35 \pm 2,02$. i.e. the interpretation value achieved is in the high category. So that the study habits get the same high interpretation value, it can be concluded that the study habits that are dominated by the XI MIPA class students at SMA Negeri 8 Padang are the type of work method learning habits where all of these indicators get high interpretation scores. Habits in student study preparation, habits in reading textbooks, habits in learning to take notes and summaries, habits in facing and taking exams, habits in completing assignments are more dominant this is because students of class XI MIPA SMA Negeri 8 Padang never repeat lessons, For this reason, the study habits of class XI MIPA students at SMA N 8 Padang are included in the work method category, the work method is a learning design through learning procedures that have been planned according to the skills and learning strategies of students in carrying out each academic task. The way of learning itself can be defined as everything that students do through learning activities both at school and at home.

In the results of the t test, which is useful for seeing the significance of the relationship between the variable X (study habits) obtained tcount 2.794 with t table 2.017 meaning that tcount is greater than t table ($2.794 > 2.017$) meaning that there is a significant relationship between student learning habits and student biology learning outcomes class XI MIPA at SMA Negeri 8 Padang. This shows that if students already know their study habits, their learning outcomes will also be high, otherwise if students do not know their study habits, their learning outcomes will be low.

In the normality test, it is known that the study habits variable data (X) is normally distributed where Lcount significant level 0.05 (0.596 0.05). The normality test using SPSS 2.0 with the One-Sample Kolmogorov-Smirnov Test formula is known that the normality test results are 0.596. The normality test has a significance level of > 0.05, so the data is normally distributed.

The homogeneity test using SPSS 2.0 One-Way ANOVA can be done if the data have the same variance. Data variance can be tested using Levene test. If the significant value is > 0.05, then the data has the same variance (homogeneous), if the significant value is <0.05, the data does not have an unequal variance (homogeneous) (Ilhamzen, 2013). From the results of the calculation of the homogeneity test, it is known that the significance value is 0.388. The homogeneity test has a significance level of > 0.05, so the data has the same variance (homogeneous).

The results of the study showed the relationship between study habits and learning outcomes in general showed a low relationship ($r = 0.161$) Furthermore, the relationship between variable habits showed a low relationship between taking notes and summaries with learning outcomes ($r = 0.216$) The relationship between study preparation habits ($r =0.174$), the habit of reading textbooks ($r =0.128$), the habit of r epeating lessons ($r =$

(IJETZ) | International Journal of Education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022)

Page 201

0.103), the habit of facing exams (r = 0.102) and the relationship between the habit of completing assignments and learning outcomes (r = 0.000) including the very low category. From the results of the study, it can be concluded that the average of the highest study habits is the habit of preparing to study. The relationship between habits in taking notes and summaries with learning outcomes is in the low category, while the relationship between habits in studying preparation, reading textbooks, repeating lessons, facing exams and the relationship between habits in comp leting assignments is in the very low category. The coefficient of determination is known that the R Square value is 0.026 which indicates the meaning that the independent variable (learning habits) explains the relationship to the dependent variable (learning outcomes) which is 0.026.

CONCLUSION

The results showed that the highest average study habits were habits in students' study preparation (28.82 ± 3.36), reading textbooks (23.84 ± 3.05) making notes andsummaries (24.15 ± 3.14) repeating lessons (17.06 ± 3.04) facing exams (23.60 ± 2.94) and completing assignments (16.35 ± 2.02). Study habits contribute to students' biology learning outcomes with a t count of 2,794. The relationship between study habits and learning outcomes in general shows a low re lationship (r = 0.161). Furthermore, the relationship between variable habits showed a low relationship between taking notes and summarizing (r = 0.216), with study preparation (r = 0.174), reading textbook habits (r = 0.128), repeating lessons (r = 0.103), in facing exams (r = 0.102) and the relationship between habits in completing tasks with learning outcomes (r = 0.000) is in the very low category. From this research, it can be concluded that the relationship between study habits and learning outcomes in taking notes and summaries with learning outcomes is in the low category, while the relationship between learning preparation habits, reading textbooks, repeating lessons, facing exams and the relationship between habits in completing assignments is in the very low category.

International Journal of education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022) | **(IJETZ)**

Page 202

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(IJETZ) | International Journal of Education and Teaching Zone. Volume 1 (Issue 2): 08-10 (2022)

Page 203